Special Populations and MSDS - Migrant

Giving something extra puts students on top!

Special Populations Conference

September 24, 2013

www.michigan.gov/ofs

MICHIGAN
Department of
Education

Presenting:
William Rowan, Specialist, Special Populations Unit, OFS

Michelle Williams, Migrant Education Consultant, Special Populations Unit, Office of Field Services.

Acknowledgement:

The following individuals collaborated on the creation of the original version of this power point. It has been tweaked for the Migrant Program audience.

Shereen Tabrizi, Manager, Special Populations Unit, OFS

William Rowan, Data Analyst, Financial Unit, OFS

Anne Hansknecht, Analyst
Center for Educational Performance and Information (CEPI)

OFS MISSION

Accelerate student achievement through school improvement by working as partners to maximize the allowable use of supplementary resources.

MICHIGAN
Education
Department of

Overarching Goal

The primary goal of the Office of Field Services Special Populations Unit is to support schools in helping all students achieve high academic standards and close the achievement gaps for the subgroups.

Programs Supported in the Special Pops Unit & Reported in MEDS

- Title X McKinney-Vento Homeless Education

- Title III English Learner and Immigrant Education Programs

- Section 31a At-Risk

- Title I, Part C – Migrant

- Title I, Part D – Neglected and Delinquent

MEDS

Bi-Nat'l
Counsel
FLEP
FM
Homeless
Immigrant
NPFS
PFS
PFS-M
Sec 31-a
Sec 41
Title I-A
Title I-D
Title III

Hint: **control** + click

Section 31a At Risk. . .

Section 31a of the State School Aid Act provides funding to eligible districts for supplementary instructional and pupil support services for pupils who meet the at-risk criteria specified in the legislation.

Many Migrant Students also qualify for Section 31a.

OFS SPU Consultant: Lee Craft

CraftL1@michigan.gov

Section 31a At Risk Criteria Include . . .

- Low achievement on MEAP tests in mathematics, reading, science or social studies

- Failure to meet core academic curricular objectives in English language arts or mathematics (grade K-3 pupils only)

- The presence of two or more identified at-risk factors.

Section 31a At Risk Relative to MSDS . . .

The Supplemental Nutrition Component is a predominant indicator for 'At Risk' students. District Demographic data is also broken down to Racial, Homeless, Migrant, etc. which can be supporting evidence of At Risk Students

Section 31a At Risk Relative to MSDS . . .

"Economically disadvantaged" are students who qualify for free or reduced lunch. These will be determined with the Supplemental Nutrition Component or the Direct Certification program.

All Migrant Students qualify for free lunch.

Title I, Part D
Neglected & Delinquent . . .

Providing educational services for children & youth in local & State institutions. State and/or Federal funds are awarded to State agencies and local or Intermediate School Districts (ISDs) based on their counts of children/youth in facilities for neglected or delinquent children/youth.

OFS SPU Consultant: Lee Craft

CraftL1@michigan.gov

Title I, Part D (cont.)

The Office of Field Services (OFS) administers programs funded under Title I, Part D. In Michigan, these services are directed toward institutions for delinquent/ adjudicated youth.

Neglected & Delinquent & MSDS . . .

Data are collected via a form at the end of the school year, MSDS data should be used by districts to verify the accuracy of reported information. For example, a headcount of 100 on the form, and only 60 kids reported causes a problem!

Title X – McKinney-Vento Homeless

- **WHO IS HOMELESS**: Children who lack a _fixed, regular, and adequate_ nighttime residence.

- Sharing the housing of others due to loss of housing, economic hardship, or similar reason

OFS SPU Consultant: Pam Kies-Lowe

Kies-LoweP@michigan.gov

Title X – McKinney-Vento (cont.)

- Living in motels, hotels, RV/trailer parks, camping grounds due to lack of adequate alternative accommodations

- Living in emergency, domestic violence, or transitional shelters

- Temporary foster care placement or awaiting placement

Title X – McKinney-Vento (cont.)

- Living in a public or private place not designed for humans to live or sleep

- Living in cars, parks, abandoned buildings, bus or train stations, under bridges, etc.

- Migratory children living in above circumstances

ESCORT's publication on Migrant Students Experiencing Homeless (updated Summer 2012) is included on flash drive.

Importance of Homeless Students Data . . .

- Provides information about the well-being of the community and families making up the school population

- Enables districts to determine future student, school, district and community needs & improve programs

Importance of Homeless Students Data (cont.)

- Performance data provides an objective indication of how districts are serving homeless children

- Achievement data for homeless children can be used to influence policies and programs

Importance of Homeless Students Data (cont.)

- These and other school data can be used to determine the effectiveness of programs that support students experiencing homelessness

- **STATE AND LEA FUNDING IS BASED ON THE COUNTS FROM STUDENT DATABASES!**

Homeless Data in the Michigan Student Data System . . .

1. Primary Nighttime Residence Codes:

In a shelter(10)   Transitional Housing(11)

Awaiting Foster Care(12)   Doubled-Up(13)

Hotel/Motel(14)   Unsheltered (15)

School Demographics	Personal Demographics	Enrollment	Membership	GeneralEdFTE	SNE	Homeless Demographics

*Homeless: Please Select

*Unaccompanied Youth: Select Yes/No   MSDS SCREENSHOT

2. Unaccompanied Youth (YES/NO)

Homeless Students Data (cont.)

Homeless students fall under economically disadvantaged and receive Free/Reduced meals either from the SNE program or Direct Certification. The U.S. Dept. of Education estimates that a district should anticipate a homeless student count that is about 10% of the district's Free/Reduced Lunch count.

Homeless Students Data (cont.)

A student is eligible for homeless education services for the full academic year they are identified as homeless – even if they change districts.

Homeless Students Data (cont.)

Homeless Identified - student meets the criteria for homelessness at any time during the school year.

Homeless Eligible – reported with data (MSDS) and eligible for full school year.

Homeless Participating - receiving homeless services.

(*Homeless counts are based on homeless identified*.)

Homeless Students & MSDS Warning . . .

"This student has been reported as Homeless in a previous collection and is therefore eligible for services for the school year. Please alert the appropriate district staff to confirm the student's homeless status and determine if he/she needs continued services."

Title III, Part A, Limited English Proficient (LEP) & Immigrant Students Programs…

Ensure speedy acquisition of & proficiency in the English language;

 Assist LEP & immigrant students in achieving high standards in core academic subjects and meeting State language proficiency standards;

Assist the transition of immigrant children and youth into American society.

OFS SPU Consultant: Maria Silva

SilvaM@michigan.gov

Title III – English Learner & Immigrant Education . . .

- To be considered Limited English Proficient (LEP), a student must:

  - Have completed the Home Language Survey and indicated that a language other than English is either the primary language spoken in the home or by the child.

Title III, Part A, English Learner Education . . .

o Have tested non-proficient on either the WIDA-ACCESS Placement Test (W-APT) or on the spring World-Class Instructional Design and Assessment (WIDA); *and*

o Have tested not proficient on state-approved reading and math assessments.

www.michigan.gov/ofs

Choose Title III EL Program Link

Find the updated EEP under "What's New"
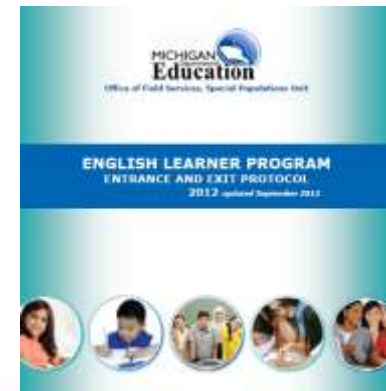
Title III EL and MSDS . . .

The "Title III Limited English Proficiency (LEP) and Immigrant Component" has three mandatory sections in MSDS

- LEP/Immigrant Funding

- LEP Program Participation

- Home Language

And in MEDS. . .

There are three mandatory sections

- **Primary Language** – *Child Data Tab*
  - Enter Language
- **LEP Eligible** – *Enrollment Tab*
  - YES OR NO
- **Test Date** – *Enrollment Tab*
  - Enter last English Language Proficiency Assessment date **or** Date of Eligibility Determination

What LEP looks like in MSDS . . .

*LEP/Immigrant Funding: ❓
- [ ] 6841-Title III Limited English Proficient Program
- [ ] 6842-Title III Immigrant Education Program
- [ ] 6843-Section 41 - Pupils of Limited English Ability
- [ ] 6844-Locally funded English Acquisition Program

*LEP Instructional Program: ❓
- ☆ [ ] 05-Bilingual Dual-Language Instruction
- ☆ [ ] 06-Bilingual Two-Way Immersion
- ☆ [ ] 07-Transitional Bilingual Instruction
- ☆ [ ] 08-Bilingual Heritage Language Instruction

*Home Language: ❓
- ☆ [ ] aar-Afar
- ☆ [ ] abk-Abkhaz
- ☆ [ ] ace-Achinese
- ☆ [ ] ach-Acoli

LEP Exit Reason: ❓ Please Select

LEP Exit Date: ❓

LEP ReEntry Date: ❓

What LEP looks like in MEDS. . .

Child Data Tab:

*Primary Language: Spanish

Enrollment Tab:

The LEP/Immigrant Funding Participation Section in MSDS . . .

- This section does *NOT* indicate the program in which a child *participates.* It indicates a program for which the child is *eligible* to participate.

- Every child that is LEP-eligible should select both code 6841 (Title III Limited English Proficient Program) and code 6844 (Locally funded English Acquisition Program)

The LEP/Immigrant Funding Participation Section in MSDS (cont.)

- Only students who are eligible for the Title III Immigrant Program should select code 6842 (Code 9130 in the MSDS Program Participation Eligibility "Characteristic" must also be selected).

The LEP Instructional Program Section in MSDS . . .

- This section *DOES* indicate the program in which a child *participates.*

- Both OCR and ESEA require districts to serve every eligible EL/LEP student.

- Students whose records have "No Services Offered" entered are *not* included in an agency's count used to determine Title III LEP funding.

LEP Home Language & MSDS . . .

- Make sure your third party vendor software allows your agency to upload *multiple* languages.

- Enter the primary language *spoken in the home,* which *may or may not* be the child's primary or native language.

LEP Home Language & MSDS (cont.)

More than one language can be selected in this section.

If English is the primary language spoken in the home, *enter the child's primary or native language **as well***.

At least one of the languages entered in this section must be non-English in order for the child to remain eligible for LEP funding.

LEP Home Language & MSDS (cont.)

When uploading to MSDS, **the primary language is automatically identified as the first reported**.

If more than one language is reported, you can determine which is **primary by the yellow star**.

When manually updating an MSDS record, the first language checked will be starred, but <u>can be changed by clicking the appropriate language star</u>.

LEP and MSDS . . .

- LEP Exit Reason
  - A student who is no longer LEP should be reported with LEP exit information in MSDS within the school year in which the student exited LEP. A student who remains LEP from one school year to the next must be re-reported as LEP in the district's MSDS Fall General Collection.

LEP & MSDS (cont.)

- LEP Exit Date (if applicable)

    o Reminder, a student needs to be exited by June 30th of the school year or they will be carried forward into the next school year as LEP and need to be re-tested.

- LEP Re-Entry Date (if applicable)

LEP & MSDS Data Issues . . .

- Unique Identification Codes (UICs) for the same child in MSDS and in the Division of Accountability Services* WIDA records **must match**. Different UICs for the same student should be linked within MSDS.

Formerly the Bureau of Assessment and Accountability

LEP & MSDS Data Issues (cont.)

- If a LEP student transfers districts, the new district must submit the student in MSDS with the student's LEP information in order to receive LEP funding for that student.

LEP & MSDS Data Issues (cont.)

- The new district is held accountable for a LEP student *regardless of whether the agency enters the student as LEP in MSDS*.

- Once a student is flagged as LEP within MSDS, the flag **will not** be removed until the student is exited as proficient or graduated.

LEP & MSDS Data Issues (cont.)

- Starting fall 2013, MSDS will generate a warning for students submitted without the LEP Component who were reported by any district at any time during last 12 months as LEP Eligible without being exited.

Private Schools . . .

- Private School Students:

  o Public Schools are required to consult and coordinate efforts with private schools to identify LEPs.

  o Public Schools that provide LEP services to private school students must enter those students into the MSDS.

Private Schools (cont.)

o A private school student is entered as a student ***in the servicing district*** but is identified as a private school student in the Membership Component/Student Residency Status section.

Private Schools (cont.)

o A private school student must be coded correctly in the residency status category:

- Residency code 04: attends non-public school; does not reside in the district

- Residency code 08: attends non-public school; resides in the district.

Verifying that your agency's LEP data has been uploaded to MSDS . . .

Center for Educational Performance and Information - Michigan Student Data System

Program Participation Count
Certified Data

Collection: Fall 2010 General Collection 2010-2011

Entity: Walkerville Public Schools (64090)

Description: Program Participation Count

Operating District	
Walkerville Public Schools (64090)	

Program	Count
Limited English Proficient	104
Migrant Education	73
Special Education	59
Total:	236

Operating District	
Walkerville Public Schools (64090)	
Walkerville Public Schools (64090) Count:	236

Staging Program Participation Report

Note – Migrant Count
(from behind-the-scenes flag)

Center for Educational Performance and Information - Michigan Student Data System

Program Participation Count
Certified Data

Collection: Fall 2010 General Collection 2010-2011

Entity: Walkerville Public Schools (64090)

Description: Program Participation Count

Operating District		
Walkerville Public Schools (64090)		
Program		**Count**
Limited English Proficient		104
Migrant Education		73
Special Education		59
	Total:	236
Operating District		
Walkerville Public Schools (64090)		
Walkerville Public Schools (64090) Count:		236

Staging Program Participation Report

LEP & MEGS ISSUES . . .

- Failure to join a consortium by the consortium deadline:

  o The list of members is pulled on the day of the deadline and serves as the final list for allocations.

  o LEAs which join after this date may appear as consortium members in the consortium leads grant application, but will not receive funds because their LEP children will not be in the allocations database.

LEP & MEGS ISSUES (cont.)

- Failure to join a consortium if the LEA has a preliminary allocation of less than $10,000

- The deadline to join a consortium is in late September. Agencies that must join a consortium to remain eligible are contacted directly by MDE.

Assessment of ELs . . .

Who needs to be tested?

- All LEP eligible students must be tested using World-Class Instructional Design and Assessment (WIDA).

- WIDA has replaced the English Language Proficiency Assessment (ELPA).

Assessment of ELs (cont.)

- Students should only take the WIDA-ACCESS Placement Test (W-APT) *once*

> This applies to Migrant students!

- WIDA must *NOT* be administered to FLEP students after they have been officially exited from program

- *IMPORTANT* – failure to test children in all 4 domains adversely affects AMAO results.

Testing Proficient, Exiting LEP, & MSDS . . .

If a student has been determined proficient, exit them from LEP in MSDS (LEPExitDate and LEPExitReason = 50). Once exited, the student is flagged as Formerly LEP (FLEP).

Testing Proficient, Exiting LEP, & MSDS (cont.)

All exit decisions must be recorded in MSDS *prior to June 30 of the year in which the student should be exited*. Students who are exited following that date must participate in the spring assessment of the *following* year (WIDA) and maintain their LEP status.

This applies to Migrant students!

Exiting ELs in MEDS

Code a student as FLEP in the following MEDS reporting year.

Example:

During 2012-13, Student is LEP yes, 3/28/13 ELPA tested, meets all of the EEP requirements as of 6/30/13 and is exited in MSDS.

In 2013-14, begin coding student as FLEP in MEDS with NO LEP eligible and no date.

Title III Immigrant Grant . . .

Under federal law, a student must meet the following three criteria in order to be considered immigrant:

- Age 3 through 21; ***and***
- Not born in any U.S. State or Puerto Rico; ***and***
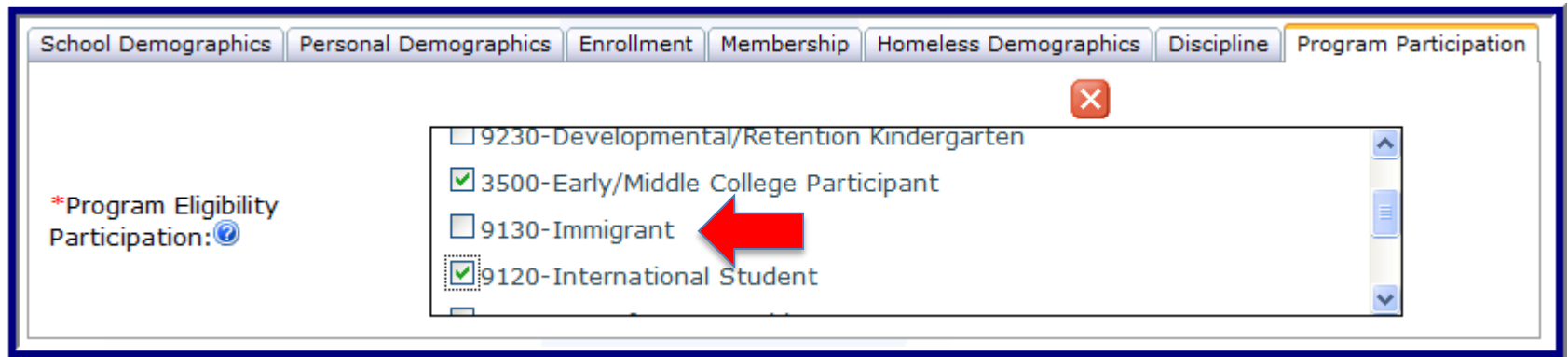
Title III Immigrant Grant (cont.)

- Has not attended one or more schools in any one or more U.S. States for more than 3 full academic years.

  - The "3 full academic years" are **cumulative** *and the LEA's are responsible for tracking cumulative time a student has attended US schools*.

  MEDS and MSIX can be used to determine how many full academic years students attend US schools. The count is cumulative.

MICHIGAN Education

Title III Immigrant & MSDS . . .

Immigrant status is code 9130 in the Program Eligibility Participation component.

"Country of Birth" and "Year of Entry" must also be submitted in Personal Demographics.

Title III Immigrant & MEDS. . .

If a migrant student meets the criteria for immigrant status, check Immigrant.

Place of Birth will be outside the United Status.

Puerto Rico is part of the United States.

Title I, Part C MIGRANT . . .

Is designed to support high-quality comprehensive educational programs for migratory children in order to help remove barriers created by migratory lifestyle such as repeated moves and dislocation.

Title I, Part C Migrant Programs . . .

- Provides educational and support services to migrant children and youth through both regular school year and summer programs.

- Supports identification and recruitment activities across the state to locate migrant families and inform them of available services.

Migrant and MSDS. . .

Migrant is not a component within the MSDS, but all school age migrant students are "flagged" in MSDS from information received from the Michigan Education Data Systems (MEDS) via nightly uploads.

Behind the scenes flag. Supports the push of data from MSDS through MEDS and into MSIX.

Migrant and MSDS (cont.)

Federal requirement: within 10 days of enrolling in the district a migrant students course roster must be reported to the Migrant Student Information Exchange (MSIX) by MDE.

Migrant and MSDS (cont.)

The same requirement mandates that within 10 days of exiting the district a migrant students final status in all courses taken at the district must be reported to the MSIX by MDE.

Migrant and MSDS (cont.)

Districts are required to submit coursework for migrant eligible students that have been enrolled at any point in time from beginning of school year until the collection date. This can include completed course work as well as courses in progress.

Migrant and MSDS (cont.)

But MSDS and MEDS do not currently have the capacity to do this…so as a stepping stone to meet the requirements, the end of the school year data was submitted for 2012-13, and….

Year One!

Migrant and MSDS (cont.)

…in 2013-14, there will be a Mid-Year TSDL Collection to capture school coursework at mid year and an end of year collection. Both collections will be pushed to MSIX.

Year Two!

Migrant and MSDS (cont.)

Mid Year Collection

Migrant students will be identified for course submission.

Migrant and MSDS (cont.)

"The Mid-Year TSDL Collection is required beginning in the 2013-2014 school year for all migrant eligible students. Migrant students' eligibility data will be imported from the Migrant Education Data System (MEDS) into MSDS on a nightly basis. Districts are required to submit all course information for these students whether or not they are receiving migrant services from the district. It is expected that at least one teacher will be reported for each student, with exceptions for early childhood and adult education students.

"A report will be available in this mid-year collection to help districts identify their migrant eligible students."

www.mi.gov/documents/cepi/2013-14_TSDL_coll_details_addendum_426879_7.pdf

Migrant and MSDS (cont.)

We are working toward achieving

point-in-time collections.

GOAL!

Migrant UICs for All MSDS/MEDS Resolution

Once a COE is approved, MEDS pushes the student information to MSDS.

MSDS looks through the database for a student match. It uses first name, last name, date of birth, and multiple birth field. If the system finds a perfect match, the systems link the MEDS record that UIC. If the system finds nothing close, it issues a new UIC. If the system finds what it perceives as close match, it will add it to a list for resolutions.

Migrant UICs for All MSDS/MEDS Resolution

The records are compared. If the history in MSDS and MEDS enables additional points of confirmation, the UIC is assigned.

If it is evident the records belong to different children, a new UIC is requested.

If there are questions, the MEP program's assistance is requested in determining whether the UIC is assigned or a new UIC is requested.

GOAL – UICs for ALL!

MSDS Sidebar. . .

Reminder! It's important that all your data be accurate as you never know what it may tie into for Federal/State/Assessment requirements!

Discussion
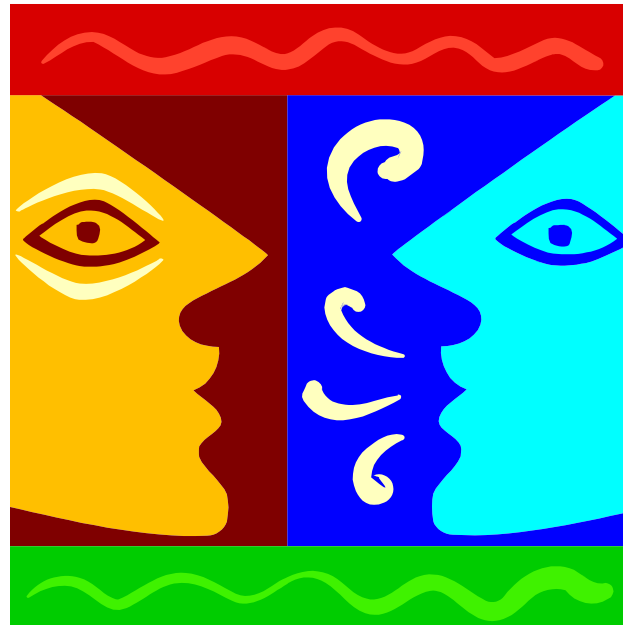
Contact Information

Questions Regarding Migrant Education Programs:
  Michelle Williams, WilliamsM48@michigan.gov
  Shereen Tabrizi, TabriziS@michigan.gov

Questions regarding MSDS:
  Anne Hansknecht, HansknechtA@michigan.gov

Questions regarding allocations or forming consortia in MEGS+:
  William Rowan, RowanW@michigan.gov